"THE INFLUENCE OF EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND SELF-ESTEEM ON RURAL AND URBAN SPORTS PERSONS"

A Proposal submitted

for the award of the Degree

DOCTOR OF PHILOSOPHY

IN

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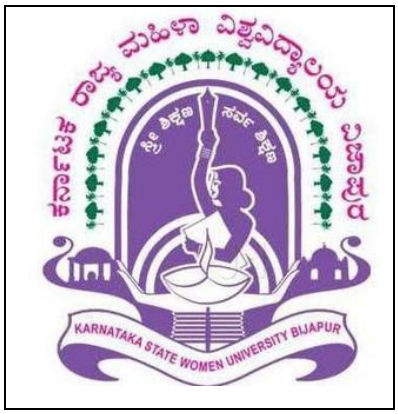

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INTRODUCTION

Physical activity and sports have emerged from a long historical background. It is a process that has taken place, and still takes place in various informal and formal ways. It has been a culture from the time of a primitive man to the present. Physical activity has played a vital role either directly or indirectly in the lives of all people.

Primitive men's physical activities were devoted mainly for food gathering and recreation while in the modern competitive world, in all sport men and women are in a race to excel other and competition has become a fundamental mode of human expression. Competitive sports have been one of the important means to achieve international recognition and prestige.

The challenge in education is not only to pass the knowledge of culture, but also teach for transfer by helping student to generalize their behavior through commitment and responsibility according to their perception of the knowledge. This challenge, today, is becoming more glaring as the present-day complex life style makes it increasingly less effective in promoting. Unlike past generations when crises occurred only occasionally, modern human beings live in crises economic, political, social, ecological both at home and world. These crises are natural spin- off from the great changes that are occurring. To survive them we are told even greater changes must take place. As old value dim and in same case fade completely there has involved a value crisis in the world today what to believe and whom to believe.

Health and Sports are major requirement for all the role of sports is achieving good health. Sports must become a part of a systematic learning process and its procedures practiced knowledge, skills and attitude must be developed as a basis for achievement of this goal.

A team sport includes any sport where individuals are organized into opposing teams which compete to win. Team members act together towards a shared objective. This can be done in a number of ways such as outscoring the opposing team. Team members set goals, make decisions, communicate, manage conflict, and solve problems in a supportive, trusting atmosphere in order to accomplish their

objectives. Examples are basketball, volleyball, water polo, handball, cricket, and the various forms of association football and hockey.

Team sports are practiced between opposing teams, where the players generally interact directly and simultaneously between them to achieve an objective. The objective often involves teammates facilitating the movement of a ball or similar object in accordance with a set of rules, in order to score points. The meaning of a "team sport" has been disputed in recent years. Some types of sports have different objectives or rules than "traditional" team sports.

A sportsperson, also known as sportsmen or sportswomen, is a person who is involved in sports. It may mean someone who is known for the promotion of sport or athletic activities.

A sportsperson can be a man or a woman who is person trained to compete or interested in a sport involving physical strength, speed or endurance. A sportsman is a player in a sport; but the term also means someone who plays sport in a way that shows respect and fairness towards the opposing player or team.

The term sportsman can also be used to describe a former competitor who continues to promote the sport in later years. For example, Tsunekazu Takeda is a sportsman who competed in two Summer Olympic Games and who was the President of the Japanese Olympic Committee before he was elected to the International Olympic Committee (IOC) in 2012.

Sportspeople may be professionals or amateurs. Sportsmen and sportswomen often have particularly well-developed physiques obtained by extensive physical training and strict exercise accompanied by a strict dietary regimen, but term is also used more broadly. The term athlete may be used as a synonym for sportspeople in general

PSYCHOLOGY

Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior. The field of psychology is considered a "Hub Science" with strong connections to the medical sciences, social sciences, and education (Boyack, Klavans, & Borner, 2005).

SPORTS PSYCHOLOGY

Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations. Sport psychology as a proficiency is acquired after a doctoral degree in one of the primary areas of psychology and licensure as a psychologist. This proficiency does not include those who have earned a doctoral degree in sport psychology but are not licensed psychologists.

Sport Psychology interventions are designed to assist athletes and other sports participants (e.g., coaches, administrators, parents) from a wide array of settings, levels of competition and ages, ranging from recreational youth participants to professional and Olympic athletes to master's level performers.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behaviour, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments. Although the term first appeared in 1964, it gained popularity in the 1995 best-selling book Emotional Intelligence, written by science journalist Daniel Goleman. Goleman defined EI as the array of skills and characteristics that drive leadership performance.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills, although no causal relationships have been shown. EI is typically associated with empathy because it involves an individual connecting their personal experiences with those of others. Since its popularization in recent decades, methods of developing EI have become widely sought by individuals seeking to become more effective leaders.

ACHIEVEMENT MOTIVATION

During the last 30 years, studies on motivation in the game have adopted a social cognitive approach. An approach, called achievement goal theory, became one of the most crucial approaches to knowing game motivation. Goals are cognitive presentations of people's different objectives in the situations of achievements, and are considered for the guidance of behavior and cognition, and affect academic, work, or sporting circumstances.

Many researchers have studied motivation in physical education classes, especially those studying the achievement motivation (Atkinson, 1977; McClendand, 1961), who considered it as integral creation. However, the foundation pillars on which study of 4 motivation regarding sports and physical education based is the Goal Achievement Theory (Ames & Archer, 1987, 1988; Dweck & Legget, 1988; Maehr & Nicholls, 1980; Maehr, 1974).

Motivational research in sports psychology is also based on an achievement goal perspective. Nicholls (1984, 1989)’s goal perspective theory proposes that achievement behavior is the product of achievement goals of individuals. The goal perspective theory states that individuals try to show high potential and avoid displaying low potential. In addition, the definition of success and failure is based on two goal oriented. The task goals are characterized by self-referenced perceptions of ability and emphasize work efficiency and performance improvements. Ego

orientation is emphasized on standard-referenced perceptions of merit and winning with others and positive social comparisons. Achieving achievement in sports psychology, motivation research has focused primarily on individual differences (goal orientation) to explain, describe and predict behavior. However, Ames (1984 a, 1992a) and Nicholls (1989) argue that achievement motivation should be examined by the social cognitive paradigm to accurately understand the real nature of one's need to achieve.

Achievement motivation is an individual's orientation to attempt for task success. The cornerstone of achievement motivation is achievement motive i.e. a motive or goal to achieve. Who pursue himself in an assignment on account of an achievement motive is said to work under the spirit of achievement motivation.

Achievement motivation comes into account when an individual knows that his performance will be evaluated, and the consequences of his actions will be either a success or a failure. The acknowledgement of good performance will produces a feeling of pride in accomplishment, hence achievement motivation may be considered as a disposition to approach when success or a capacity for taking pride in accomplishment, when success at one or the activity is achieved.

In 1974 Atkinson mentioned the importance of motivation and said that motivation influences both the efficiency of the task to execute and persistence of the task. Here efficiency of task completion in related with performance and persistence is the time spent in a particular Endeavour. Therefore motivation is the driving force behind an individual's actions. According to David McClelland every individual had three motivators: a need for achievement, a need for affiliation, and a need for power. Everyone has his own motives to be inspired. He defined achievement motives as "an affect in connection with evaluative performance".

Figure 1.1: David McClelland Model of Achievement Motivation

Earlier Maclelland conceptualized need for achievement as a stable personality disposition to engage in activities in which doing well or competing with a standard of excellence is important (McClelland et al. 1953). Later in 1961, he emphasized that achievement inspiration is not the desire of excellence for social recognition to get the inner feeling of personal achievement. More recently taking wider view, MacClelleand (1985b) has defined achievement motivation as a concern with "doing things better, with surpassing standards of excellence".

Achievement motivation in the field of sports, often called as competitiveness. Competitiveness is a temperament to endeavor for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others. Hence it is important for coaches and trainers to look for athletes who have had the characteristics of achievement motivation. The sportsperson who has high level of motivation from the very beginning need not much psychological intervention.

Achievement motivation can be defined as the bias of athlete to contact or avoid competitive situation. Widely, it involves the concept of desire, or desire for excellence. The desire to achieve success in the game is not a comfortable drive like hunger or thirst, but it is probably a sport that has developed or learned in the game environment. The best explanation of the position of approach-avoidance conflict for

the athlete is provided by the McClelland-Atkinson model of motivation. In its simplest form, it suggests that achievement inspiration is a function of two structures. These are the two structures (a) the purpose of achieving success, and (b) Fear of failure. It is believed that the purpose of achieving success represents the inherent motivation of an athlete to join an exciting activity. Fear of failure is a psychological construct that is related to the concern of the cognitive state.

According to this theory, a person's desire to enter an achievement situation is a function of the relative strengths of these two constructs – the motive to achieve success and the fear of failure. If an individual's desire to participate in the activity is greater than the fear of failure, then it is likely that the person will perform the activity.

Achievement motivation "is imagined as a series of more or less independent objectives, reflecting the general structural tendencies or symptoms that are relatively tolerant over time, and associated with special tasks or situations, Remain hidden "(Spence and Helmreich, 1983).

SELF ESTEEM

The term Self-Esteem has been something that most people experienced during their developmental process in a life time. Adolescence is a period in life which involves rapid changes that affect Self-Esteem, which lead to shifting expeditions, changing roles, and complex relationships (Block & Robins, 1993)

It has been seen that there is some agreement that self is involved in at least three main processes (Leary & Tangney, 2003; Sedikides & Skownonski, 2003):

a) Reflexive capacity: the ability to depict oneself in relation with one's environment.

b) Representational capacity: the ability to mentally represent personal attributes.

c) Executive capacity: the ability to exert control over one's thoughts, feeling and behaviors.

Any definition of self should account for a common thread among these processes.

The self means the totality of an individual's ideas, feelings, conscious experiences and thoughts with respect to himself or herself. These ideas and experience help in explaining the existence of social and personal levels of an individual. Leary and Tangaly (2003) defined self in a narrower sense, "As the apparatus that allows organisms to think consciously about themselves".

The development of self-starts from infancy with the development of the awareness that 'I am hungry'. Then it moves to the other stage when the child or individual is able to make a distinction between personal and social self. As the child grows, the psychological and social needs arise according to a child's environment and pave the way for the development of desirability in a social environment. Then the child moves to the stage where he develops social self in respect to others relationship and learns various aspects such as support, sharing and unity.

As the development continues, the child moves from infanthood to childhood to adolescence. Adolescence is the period in which the sense of self changes profoundly.

STATEMENT OF THE PROBLEM

The investigation will be undertaken to compare the psychological measurements of Rural and Urban Male and Female Sports Persons. To further find the influence on the Rural and Urban sports persons with similarities or differences and specially when tested with the psychological variables that is emotional intelligence, achievement motivation and self - esteem. The sports persons will be tested through the authorized questionnaire.

OBJECTIVES OF THE STUDY

1. To find out the differences in selected psychological variables among the rural and urban sports persons.

2. To find out the inter-correlation among the psychological variables on the sports persons.
3. To study the influence of psychological variables on rural and urban male and female sports persons from Bangalore, Karnataka.
4. To study the influence of emotional intelligence of rural and urban male and female sports persons from Bangalore, Karnataka.
5. To study the achievement motivation of rural and urban male and female sports persons from Bangalore, Karnataka.
6. To study the Self-Esteem of rural and urban male and female sports persons from Bangalore, Karnataka.
7. To study the similarities and differences of rural male and female sports persons in connection to the psychological variables.
8. To study the similarities and differences of urban male and female sports persons in connection to the psychological variables.
9. To study the similarities and differences of rural male and urban male sports persons in connection to the psychological variables.
10. To study the similarities and differences of rural female and urban female sports persons in connection to the psychological variables.

HYPOTHESES

Based on the objectives of the investigation following hypotheses are:

1. It is hypothesized there would be a significant difference in selected psychological variables among the rural and urban sports persons.
2. It is hypothesized there would be a significant inter-correlation on the selected psychological variables of sports persons.
3. It is hypothesized that there would be significant relationship in connection to the influence of psychological variables on rural and urban male and female sports persons from Bangalore, Karnataka.

4. It is hypothesized that there would be significant influence of emotional intelligence on rural and urban male and female sports persons from Bangalore, Karnataka.
5. It is hypothesized that there would be significant influence of achievement motivation on rural and urban male and female sports persons from Bangalore, Karnataka.
6. It is hypothesized that there would be significant influence of Self-Esteem on rural and urban male and female sports persons from Bangalore, Karnataka.
7. It is hypothesized that there would be significant relationship between similarities and differences of rural male and female sports persons in connection to the psychological variables.
8. It is hypothesized that there would be significant relationship between similarities and differences of urban male and female sports persons in connection to the psychological variables.
9. It is hypothesized that there would be significant relationship between similarities and differences of rural and urban male sports persons in connection to the psychological variables.
10. It is hypothesized that there would be significant relationship between similarities and differences of rural and urban female sports persons in connection to the psychological variables.

DELIMITATIONS

The study will be delimited to:

1. The study will be confined to 400 samples.
2. The present study will be conducted on 100 rural male and 100 urban male sports persons.
3. The present study will be conducted on 100 rural female and 100 urban female sports persons.
4. The age groups selected for this study is from 17 years to 26 years for both rural and urban male and female sports persons.

5. The study will be bordered to sports persons of Bangalore, Karnataka.
6. The study will be delimited to both individual and team games.
7. The study was delimited to university, state and national level sports persons.
8. The research is delimited to psychological variables that is emotional intelligence, achievement motivation and Self-Esteem.
9. Standardized questionnaire will be used to test the psychological variables of sports persons.

LIMITATIONS

Some of the factors were beyond the control of the researcher, which were measured as the limitations of the study".

1. The subjects will be from different cultural, social and economic backgrounds which will be considered as limitation of this research.
2. The Emotional state of the subjects while responding to the tests may affect their responses. This will also be considered as limitation of the study.
3. The individual differences, habits, interest and attitude of participants towards the fitness and psychological parameters will be considered as limitations of the study.
4. No other Motivational techniques will be followed to assess the selected psychological variables.

DEFINITION AND EXPLANATION OF TERMS

Emotional Intelligence: "It is the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions". Mayer J. D. and Solovey P (1993), The Intelligence of Emotional Intelligence, Intelligence, 17, 433-42

Achievement Motivation: "Achievement motivation as the desire to accomplish something of value or importance through effort and to meet standards of excellence

in that activity". Mc Clelland D.C (1953), the achievement motive, New York, Appleton-Century Crofts, page no. 142-45

Self-Esteem: The term Self-Esteem can be defined as the problem about the way one feel or see oneselves, which influences our behavior, affect our attitudes and pushes our motivation (Dedmond, Laqunda, 2009, 2011)

Psychology: The American Psychological Association defines it "embraces all aspects of the human experience, from the functions of the brain to the actions of nations, from child development to care for the aged."

Sports Psychology: "Sport psychology is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors."

SIGNIFICANCE OF THE STUDY

The results of the study may provide guidelines, which will help the physical educators and coaches in preparing training schedules for their sportsmen in their respective games". The results of the study will add to knowledge in the field of sports psychology. This knowledge will definitely help the administrators and policy makers to formulate suitable programs to motivate and develop lifetime activity behavior among students. The outcomes of the research add to accessible knowledge with regards to the psychological variables among players. It offers knowledge to sportsmen about the psychological factors and the coach may be able to concentrate the factors which are necessary to the performance. The study may help assess the status of psychological variables among players. This study will help determine the levels of Motivation for Achievement, Emotional Intelligence and Self-Esteem among elite players.

REVIEW OF LITERATURE

Dr. Jayashree P. Sontakke (2016) hypothesized that emotional intelligence and its components are positively and significantly related with achievement motivation. Achievement Motivation test developed by Bhargava and emotional intelligence scale developed by Hyde, Pethe and Dhar were administered on 56 UG Students studying in Jalgaon (India). 40 males and 16 females of age group of 19-20 years were included in the study. Results of present study evidenced very high significant relationship between achievement motivation and emotional intelligence ($r=0.84$, $p< .01$). But the expectation of positive and significant correlation between components of emotional intelligence with achievement motivation was failed by some components such as empathy ($r = .01$, $p> .05$). Also the assumption of emotional stability was poorly related to achievement motivation was followed ($r = .24$, $p>.05$).

Mansoor Ali Khan and Mainaw Islary (2016) studied sports achievement motivation of all India inter university Tennis players. Total 28 males‟ tennis players were selected each 14 from north zone and south zone. The age of the subjects ranged from 16-28 years. To compare the Sports Achievement Motivation of the subjects standardized questionnaire Sports Achievement Motivation test prepared by M. L. Kamlesh was used. Means, standard deviation and Independent t-test was used to analyse the data, and level of significant was set at. 05. Achievement motivation is a very important factor for the performance of a player. The outputs of the study revealed that there was significant difference between the North Zone and South Zone All India Intervarsity tennis players. The mean score of North Zone: 29.2, was higher than the South Zone players: 24.0. The North zone players were highly motivated as compared to South zone.

Soyer (2011) the relation between the motivation to succeed and Self-Esteem in sports and determine their correlation with age, sport experience, sport type, gender, and the level of education. The study included randomly selected 467 athletes (275 male and 192 female) from 14 sport branches. The mean age of the participants was

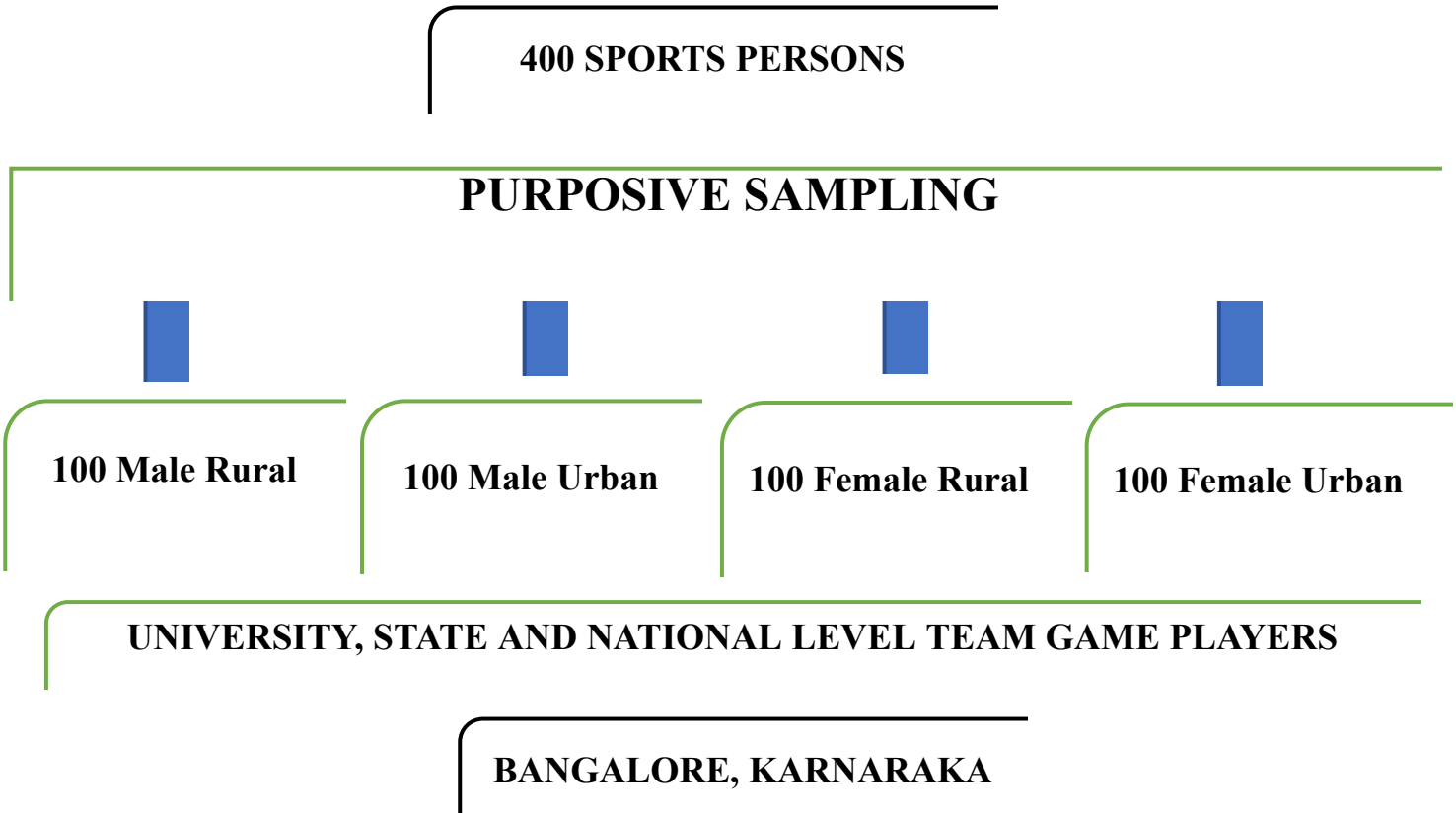
21.84 ± 3.85 years and the mean duration of sporting experience was 9.57 ± 4.76 years. Based on the data regarding elite athletes, there was a statistically significant positive relation between motivation to succeed and Self-Esteem. There was a significant correlation between Self-Esteem and gender. There was also a significant relation between Self-Esteem values of athletes in team sports as well as in individual sports.

Kumar and Singh (2017) adjustment and Self-concept are two significant psychological factors impacting the persona of individual. The term Self -concept refers to the individual's perception of his abilities and his status and roles in the outer world. Self-Esteem is another way of viewing Self - concept a person with high self-esteem has a positive Self -concepts while a person with low Self-Esteem have a negative Self -concept and adjustment supports for self-capabilities progress and development along with social, emotional, intellectual, physical and vocational facets. It deals with the way an individual adjusts in his environment and demand. The research worker tries to go through the Self - concept and present adjustment issues of the pupil with regard to gender and types of school. A specimen of 100 pupils from urban areas of Banda District was chosen by irregular sampling method. The research shows that no prominent contrast was assessed between girls and boys in self-concept and adjustment.

METHODOLOGY

The current study is designed to investigate the influence of emotional intelligence, achievement motivation and Self-Esteem on rural and urban male and female sports persons from Bangalore, Karnataka. To accomplish the purpose of the study the researcher will follow the steps under the following headings:

SELECTION OF SUBJECTS: The aim of the researcher is to study the influence of psychological variables that is emotional intelligence, achievement motivation and Self-Esteem on rural and urban male and female sports persons. A total 400 sports persons of which 100 males from rural and 100 males from urban and 100 females from rural and 100 females from urban will be selected as subjects for the purpose of the study. The age of the subjects will be restricted to the age group of 17 to 26 years for both rural and urban male and female sports persons. The level of participation of the subjects will be university, state and national level.



VARIABLES OF THE STUDY

Independent Variables

- Emotional Intelligence
- Achievement Motivation
- Self-Esteem

Dependent Variables

- Rural and Urban Sports persons from both individual and team games.

TOOLS AND TECHNIQUES

Sl. No.	Variable	Tools / Test	Unit of Measurement
1	Emotional Intelligence	**SEIT**	**Score**
2	Achievement motivation	**SAMT**	**Score**
3	Self-Esteem	**RSES**	**Score**

- **SEIT:** The questionnaire was made by Dr. Anukool Manish Hyde, Dr. Sanjyot Pethe and Dr. Upinder Dhar. In 2002, the Emotional Intelligence of the different sportsmen was measured.
- **SAMT:** "The questionnaire developed by Dr. M.L. Kamlesh in 1990 was used to measure the Motivational level of sport Achievement".
- **RSES**: The questionnaire was made by Rosenberg M Self-Esteem scale in 1965 was used to measure the Self-Esteem.

COLLECTION OF DATA:

The subjects will be selected from various colleges from both rural and urban Bangalore, Karnataka.

- Colleges under Bangalore City University
- Colleges under Bangalore University
- Colleges under Bangalore North University

STATISTICAL PROCEDURES:

- Karl Person coefficient of correlation will be applied to calculate the correlation between emotional intelligence, achievement motivation and Self-Esteem of rural and urban male and female sports persons. ANOVA will be applied to determine the difference among different variables.